

**TEACHERS' INSTRUCTIONS FOR THE THIRD AND FIFTH  
GRADE STUDENTS: A COMPARISON STUDY**

**THESIS**

**Submitted in Partial Fulfillment**

**Of the Requirements for the Degree of  
Sarjana Pendidikan**



**Tessa Cuantryanti**

**1956  
112012116**

**ENGLISH LANGUAGE EDUCATION PROGRAM**

**FACULTY OF LANGUAGE AND ARTS**

**UNIVERSITAS KRISTEN SATYA WACANA**

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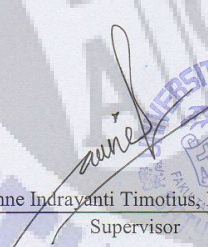
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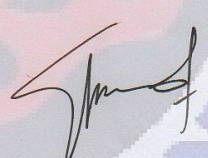
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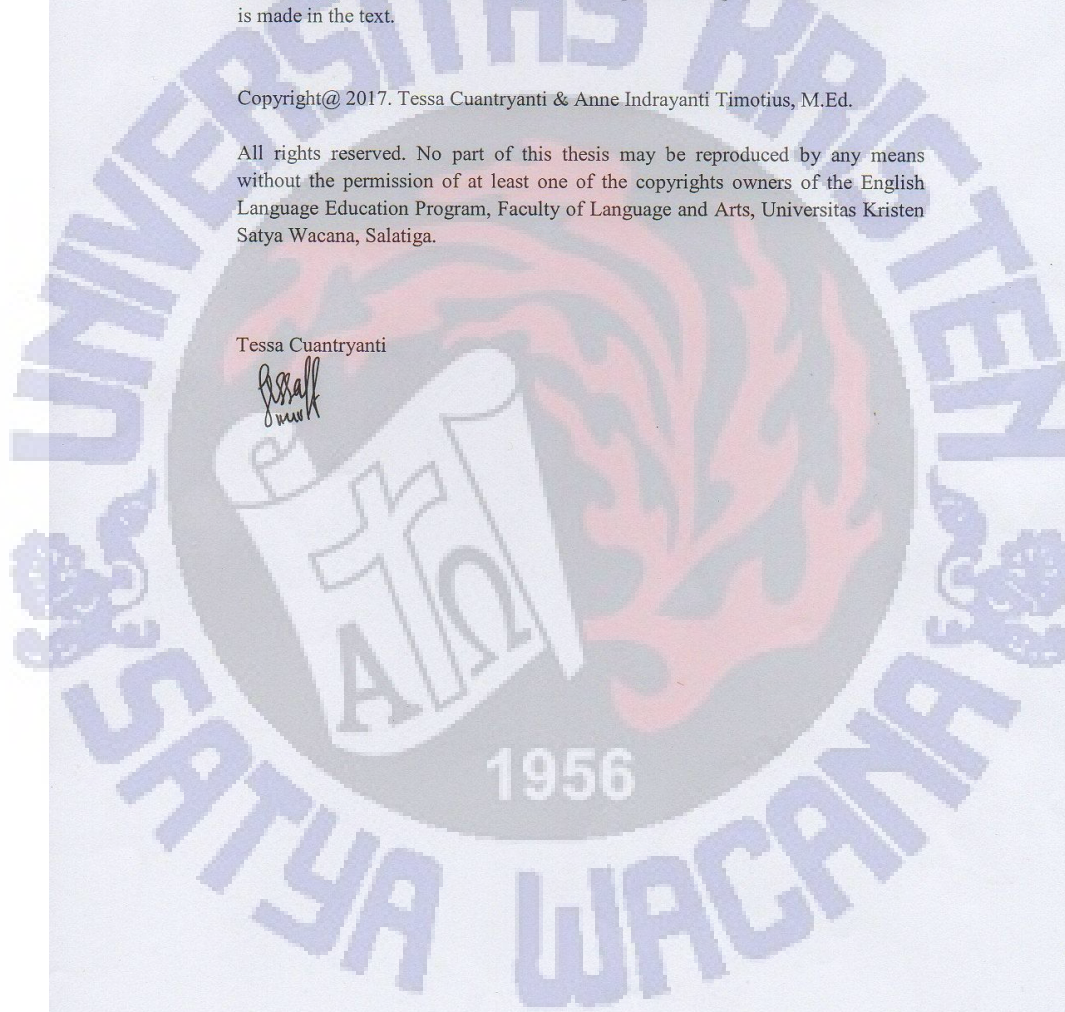
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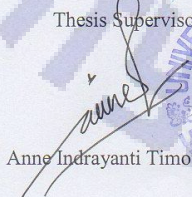
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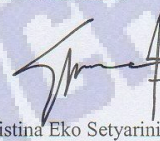
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## INTRODUCTION

English in some elementary schools in Indonesia are as a foreign language and also for addition subject. Probably, some students have limited time if they learn English only in the classroom. It means that they cannot communicate or use the language outside school because their mother tongue is not English. According to Xiao-Yan (2006, as cited in Syarifah, 2012) classroom is the main place where students who learn a foreign language can develop their skill related to the subject. It means that students can explore their English skills while they learn the subject in the classroom.

Liruso and Debat (2003) stated that teacher talk is the only source for students to achieve the goal of the target language. However, the teacher also takes roles in the classroom and there are also some reasons why teacher talk in the classroom. According to Hill and Miller (2006) one of the reasons is giving instructions to the students. They added that between language and instruction have a tight relationship. Giving instructions is an essential thing in English learning processes because it helps students to do their tasks. Gangi (2003) stated that giving clear instructions is something important for young learners. It can also make activities in the classroom run smoothly.

However, as prospective teachers should know about several ways when giving instructions for the different level grade of students, especially students in elementary school. Purcell (2007) said that the using of differentiated instructions is needed because that way can help students to understand what they have to do. It is true because in English learning processes the teachers ask students to do



some tasks and every task will have instructions in it. Tomlinson (1999) added that the using of differentiated instructions can help the teacher to see students' interest and readiness in learning processes. It is an essential thing that teachers also should know before they start the lesson or giving some tasks to the students.

In addition, I had an experience when I had Teaching Practicum in Senior High School. I taught English in tenth and eleventh grade. When I gave instruction to 10<sup>th</sup> grade students for doing a task, I had to switch the instruction using Indonesian and also repeated for many times. It means that I had to use code-switching in giving instruction so that students got clear instructions. It was different when I taught in 11<sup>th</sup> grade. When I delivered the instructions using English, students understood directly what they had to do in the task. I also did not need to repeat it in Indonesian and it also saved my time to do other activities. Therefore, teachers need to differentiate instructions to make sure that students are ready to do some tasks (Willis & Mann, 2004).

There is a related previous study on this topic. The study was conducted by Thompson and Valladares (2011) entitled 'Differentiated Instruction in an Elementary School Classroom'. The context of their study was in California. The result of this study showed that in the 3<sup>rd</sup> grade, teachers used mix instructions to give instructions to the students. While in the 5<sup>th</sup> grade, teachers used whole-class instruction.

My study was inspired by study done by Thompson and Valladares (2011) but my study has dissimilarities. In this study, I chose one elementary school in

Salatiga, Indonesia. It is SD Negeri Tegalrejo 02 Salatiga. This study is led by two research questions. The first is ‘How does teacher in SD Negeri Tegalrejo 02 Salatiga differentiate his instructions for the third and fifth graders?’ The second is ‘Why does the teacher use different instructions?’ In this study, I expect that prospective teachers could add their knowledge about the ways of giving instructions for students who are in first to third grade and fourth to six grade. Therefore, they can apply the ways of giving instructions based on students’ grade in the future.

## **LITERATURE REVIEW**

### ***Definition of General Instruction***

Liruso and de Debat (2003, as cited in Syarifah, 2012, p.143) stated, “Instructions refer to directions which are given to students in their activities during English learning processes, especially when teachers ask students to do some tasks”. In addition, Smith and Ragan (2005) stated that instruction is the way for teachers to show the intention of the lesson that wants to discuss and also to achieve the goal of learning processes. It means that instruction is should be clear and details which the teachers give to the students to reach the objectives of the lesson.

### ***The Kinds of Instructions***



There are several kinds of instructions. According to Tomlinson (1999) whole-class instruction, small-group instruction, direct instruction and individual instruction are commonly used by the teacher in the classroom. The first kind of instructions is direct instruction. Community Training and Assistance Center and Washoe Country School District (2015) said that,

General usage of the term direct instruction refers to instructional approaches that are structured, sequenced, and led by teachers and present academic content through teacher lecture or demonstration. Many components of direct instruction are basic to effective teaching, including identifying learning goals, organizing and sequencing lessons to strengthen understanding, modeling a process, providing descriptions and illustrations, checking for understanding, and providing feedback. (p.3)

The second kind of instructions is individual instruction. According to Osewalt (2014), “Individual instruction focuses on the needs of the individual student” (p.2). He added that some students who accepted this kind of instruction should need the teacher to help them to understand and learn about the materials. Then, for others students can go on with the further materials because they already got and known some information related to the materials

The third kind of instructions is whole-class instruction. Hughes (2009) stated, “whole-class instruction is directions which are given to the whole class or students, especially when teachers delivered new topic or procedure and discussion for the whole group” (p.1). He also added an example, when the teacher taught a formal letter, it might the students did not know about what the letter formal is before. Therefore, the teacher might use whole-class instruction to give examples of a formal letter. After that, the students could discuss and share the ideas independently or with their friends.

The fourth kind of instructions is small-group instruction. Hughes (2009) said that “small-group instructions are instructions which are given to students in a small group. It means that students discussed some tasks which the teacher asked them to do in small group” (p.2).

### ***The Age and Characteristics of Young Learners***

Loukotková (2011) said that young learners are students between six to ten or eleven years old. Therefore, students at first until sixth grade are included as the young learner. According to Press (2009) children learn something new with their own natural feeling since they were born in the world. Children also can remember what they have seen, learned and tried quickly. Sometimes, they always repeat what people or their teachers have done and taught to them even outside of school. It is not only from people but also from their friend because children spend their time at school with their friends.

After knowing about the age of students, we move to the characteristic of students. According to Piaget (1967, as cited in McCloskey, 2002) children in the age of seven to eleven start to think logically with a visual thing around them and also more aware of events in their surroundings. The Church of Jesus Christ of Latter Day Saints (1999) agreed that children in the age of seven to nine years are sensitive, curious and easy to remember something new. Sometimes, they are difficult to be understood because they are so really active. However, teachers should take the role in their activities, especially during the lesson. Teachers might help the students, for example when they got difficulties in doing the tasks. They also should know what the students needs.



The characteristics that mentioned previously were for students in the first to third grade and it would be different with students in the fourth to sixth grade. According to Ersöz (2007) students in the fourth to sixth graders are more serious in learning, take a longer time to pay attention to the teachers, can cooperate with other students and can develop their skills and knowledge. It means that teachers do not need to really work hard to teach them especially for giving instruction to the students. Then, he also added that students at the age of ten to twelve years old tend to be mature because they do not want to treat like a child. They also will be angry if for example, their parent differentiates with other children. Therefore, parents and especially teacher should be patient to face them.

#### ***Definition of Differentiated Instruction***

Tomlinson (2001, as cited in Purcell, 2007) said that differentiated instruction is a method which helps teacher to know students' responds and interests towards teachers' explanations. Tomlinson (1999) added that it is not only for knowing students' readiness, interest, and background but also the teacher should be ready when they engage to the students in giving instructions for different model learning. They also should consider the variety of the level of instructions from easy to complex. He also said that teachers in the differentiated classroom should have some strategies for giving instructions to the students. After that, they can modify the way of giving instructions so students can follow the lesson and help them for doing their task.

There are some ways of giving instructions which as I mentioned before that it can be from small-group, whole-class, individual and direct instructions. According to Anderson (2007, as cited in Burkett, 2013) differentiated instruction is also an effective teaching tool to encounter the kind of academic needs of learners. In learning processes, teachers find the diversity of learning style and materials. However, differentiation instructions for students are essential because it will help not only the students but also the teachers. Burkett (2013) added that the approach of differentiated instruction is held by the socio-cultural learning theory which is based on the work of a Russian psychologist, he was Vygotsky. It means that differentiated instructions come naturally which happened in the classroom. Therefore, social-culture also takes part in differentiated instructions.

In conclusion, differentiated instructions are the way on how teachers know and understand the students need. It is not only about the students but also the teachers themselves on their teaching. They also should be ready for many kinds of probabilities that might appear during the learning process. Therefore, teachers should need to differentiated instructions in the different level of grade.

### ***Teacher's Instructions for the Third Grade***

Welsch et al. (1999) stated that teachers seemed to use small group instructions when they give instructions for the first to third grade students and it can help the teacher to maximize students' understanding. Another strategy is teachers can use for the first to third grade students is direct instructions. According to ASCOE (2008) teacher will notice several students who cannot use



to be “is” and “are” correctly in the simple sentence. Further, the teacher starts with the whole-class instruction first to follow up part of students who can work dependently. Here, teacher will focus on students who cannot make it well. He or she will give clearer instructions for those students. Therefore, it is called by giving direct instructions. However, according to Kosanovich et.al (2007) the better way of giving instructions is small-group instruction. The reason was by using that way the teacher might know the students’ needs in the learning.

### ***Teacher’s Instruction for the Fifth Grade***

According to California Department of Education (2011) students in the fifth grade can analyze, think critically, predict the answer, identify text and even explain what they understand in a long sentence. They also can think deeper than students in the third grade. Rosenshine and Meister (1992) said that scaffolding instruction means that mix variety of instructions so that students can develop their new skills. Students also can work independently and capable of doing their task. Those instructions are given from the easiest to the most difficult instructions. Therefore, the teacher knows students’ progress in doing the assignment. California Department of Education (2011) also gave an example in reading section. In reading skills, students should be able to analyze and identify the text before the students answer some questions related to the text. There will be some instructions on it because it can practice their deeper analysis.

## **Previous Study**

This study is different to a previous study which is done by Thompson and Valladares (2011) entitled 'Differentiated Instruction in an Elementary School Classroom'. Compared to the previous study, I find that in the 3<sup>rd</sup> grade the teacher used mix instructions and for the 5<sup>th</sup> grade, the teacher used whole-class instruction. However, I have a different context of study which takes place in one of an elementary school in Salatiga, Indonesia. I also only focused on teachers' differentiated instructions for the third and fifth grade in SD Negeri Tegalrejo 02 Salatiga. I also want to know how teacher differentiated instructions for third and fifth grade and what reasons of the teacher for using that kind of instructions in SD Negeri Tegalrejo 02 Salatiga.

## **THE STUDY**

This study is a qualitative descriptive research. In this study, I tried to investigate every process during the lesson especially when the teacher gave instructions to the students. The use of qualitative descriptive method helped me to collect information and data on how teacher differentiated instructions for students of third and fifth grade and why the teacher used the way to differentiate instructions.

## **Context of the Study**

This research was conducted in SD Negeri Tegalrejo 02 Salatiga. The school was a rural-urban area school and located in Argomulyo, Salatiga. English in this school was a local content subject. The school used curriculum KTSP 2006 and

English was only one meeting in a week. Actually, the school had two English teachers, one was a male who taught in the 1<sup>st</sup> to 3<sup>rd</sup> grade and the other was a female who taught in the 4<sup>th</sup> to 5<sup>th</sup> grade. However, during my study, another teacher was on leave. Therefore, I focused on one teacher who took over all classes. I chose third and fifth grade for my study because the teacher taught in those classes and I want to see the differences on how teacher gave instructions to lower primary class and upper primary class. In addition, students in the school were really enthusiastic to learn English. The school also had ever joined some English competitions. Most of their parents work as an army, teachers, and business man/woman. The reason for choosing the school is because the school is one of favorite public school in Argomulyo area and having one English teacher helped the researcher to collect data.

### **Participant**

To support my research, I chose one teacher in the school who taught in the third and fifth grade. Actually, he only taught in the first to third grade. However, the other teacher was on leave so he took over all classes. The reason for choosing one English teacher was because he handled the third and fifth grade and this study was related to teachers' instructions in these classes.

### **Instrument of Data Collection**

In conducting this research, I used observation and interview to collect my data. The observation was the main instrument in this study because I wanted to know how the teacher differentiated instructions. Then, I would observe the



teacher when he taught in the classroom and especially when he gave instructions to the students by using a digital camera. I planned to observe the teacher for 10 times in the third and fifth grade because I could get some information related on how the teacher gave instructions to the students in the third and fifth grade during the 10. However, there were the limitation of times such as the school held tests and there were also some holidays. Therefore, I only observed 6 times for the whole observation in the third and fifth grade. It means that each class was 3 times observation. Further, I used observation protocol which I had made based on the literature review of this study to analyze teachers' instruction in every section in the classroom (See Appendix A for the observation protocol and Appendix B for samples of observations).

The second instrument was an interview, which was a semi-structured interview and it would be conducted after doing the whole observations. I used a hand-phone to record teachers' answers. In the interview, I used Indonesian to make the interview run smoothly. For the questions, I asked the teacher some questions related to the instructions that he gave to students in the 3<sup>rd</sup> and 5<sup>th</sup> grade. The main question was why he used the kind of instructions in the 3<sup>rd</sup> and 5<sup>th</sup> grade. The interview was conducted for 16 minutes. For gaining more information, I would probe questions based on teachers' answers (See Appendix C for the interview).

### **Procedure of Data Collection**

First, I met the headmaster first to ask permission for doing observation in the school and also met with the English teacher. After asking permission, the teacher

and I discussed some procedures like arranging the time for the observation and interview. After having some discussions and got permission from the head master and the teacher, I started the observation by using a digital camera to record teacher's instructions during the lesson and fill observation protocol to fulfill the data. Here, I placed myself as non-participant observer so I would not take part in classroom activities, so that the class would run naturally as usual. The observations were conducted 6 times because I wanted to collect valid data. After doing the whole observation, I arranged time for the interview with the teacher. Before I conducted my interview with the teacher, I piloted the questions first with my two friends who did their Teaching Practicum in SD Anak Terang, Semarang. The reason why I chose them was because they taught in elementary school and my study related to the teacher who also taught in the elementary school. I did the interview on campus because we were in the same college and asked them some questions related to the instructions that they ever used during the Teaching Practicum. I also used Indonesian when I did the interview because the using of Indonesian would help me to gain more information from the interview. The using of piloting helped me to anticipate the probabilities during my interview with the teacher later.

### **Procedure of Data Analysis**

After doing observation and interview, I watched the video and checked the observation protocol. Then, I classified the instructions that were given to the students which formed of observation protocol. I classified which kind of instruction that the most often used and least often used in each class. After

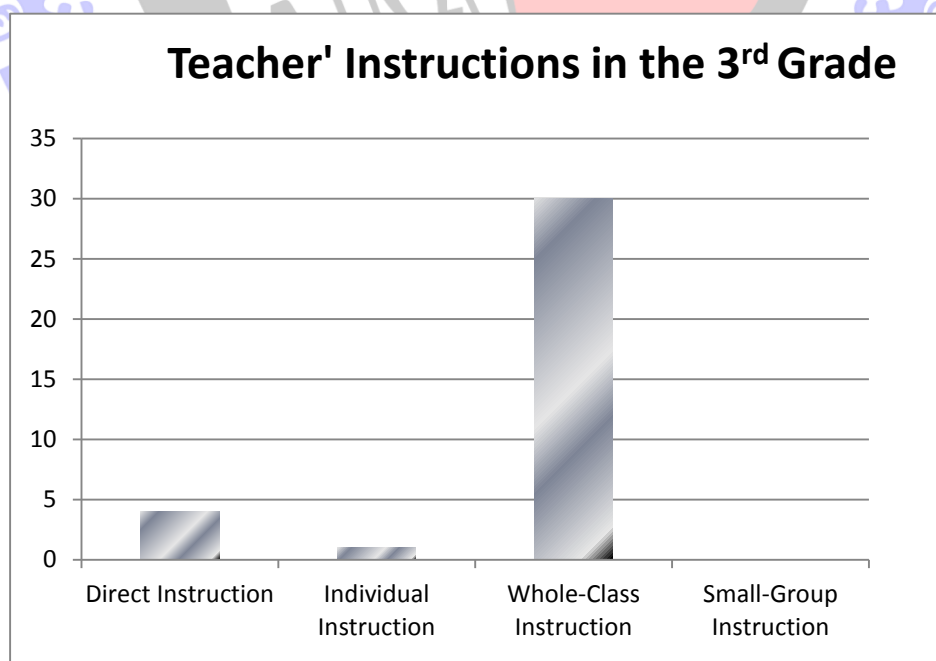
classifying the instructions, I made transcripts from the recording for the interview. After that, I could see how the teachers differentiate instructions for the third and fifth grade and the reason why the teachers use the way to differentiate instructions.

## FINDINGS AND DISCUSSIONS

In this part of the paper, I will explain the results of my study. First, it is about the overall result of three times observations in each class (in the 3<sup>rd</sup> and 5<sup>th</sup> grade). The second result is instructions used for the 3<sup>rd</sup> grade. The third result is instructions used for the 5<sup>th</sup> grade. The fourth result is the reasons of differentiating instruction for the 3<sup>rd</sup> and 5<sup>th</sup> grade. The detail explanation will be discussed further.

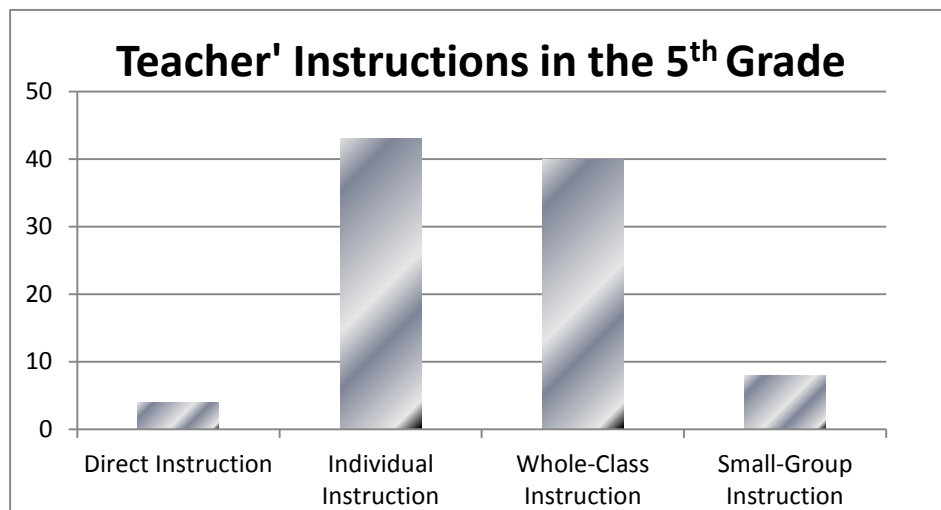
### A. Overall Result

**Graphic 1. Teacher' Instructions in the 3<sup>rd</sup> Grade.**





**Graphic 2. Teacher' Instructions in the 5<sup>th</sup> Grade.**



Graphic 1 is an evident shows my three times observation in the 3<sup>rd</sup> grade in SD Tegalrejo 02 Salatiga. In the 3<sup>rd</sup> grade, the teacher most often used whole-class instruction. Next, the teacher used direct instruction for 4 times and only once for individual instruction. The last, during my observation I never saw that the teacher used small-group instruction. In conclusion, the teacher used mostly whole-class instruction in the 3<sup>rd</sup> grade in SD Negeri Tegalrejo 02 Salatiga.

Graphic 2 showed the three times observation in the 5<sup>th</sup> grade in SD Negeri Tegalrejo 02. As we can see that the teacher most often used individual instruction in the 5<sup>th</sup> grade. Then, the teacher used for 40 times for whole-class instruction and only 8 times for small-group instruction. The last, the teacher least often used direct instruction in the 5<sup>th</sup> grade. From the graphic, it showed that the teacher used many kinds of instruction in the 5<sup>th</sup> grade but the most one is individual instruction.

## **B. Instructions used for the 3<sup>rd</sup> grade**

### **1. Whole-Class Instruction**

During my three times observation, I found that the teacher most often used whole-class instruction in the 3<sup>rd</sup> grade. As seen graphic 1, the using of whole-class instruction was done 30 times in the three times observation. In the extract 1, I gave three examples of whole-class instruction that used in the third grade.

(Extract 1, Observation number 2, 4 and 6)

*PR-nya LKS halaman 28-29. Hanya pilihan ganda. Dikumpulkan besok.*

(The homework is in the LKS page 28 until 29. It is only multiple choices. Please, submit it tomorrow.)

*Kerjakan Task 5 nomor 1-10.*

(Do Task 5 number 1 until 10.)

*Coba perhatikan sini. Isilah titik-titik dengan 'there are' atau 'there is'.*

(Attention, please. Fill in the blank with 'there are' or 'there is'.)

Further, the interview, the teacher said that the reason for using that way was because the students in the 3<sup>rd</sup> grade seemed able to catch the instructions up quickly. The teacher also said that giving instructions for the 3<sup>rd</sup> grade students is only once to twice repetition, he did not have to repeat the whole the time. The teacher said, "In the 3<sup>rd</sup> grade is easy. Giving the instructions is not very detail. Only once to twice instructions, they will understand what they have to do". (My translation)

The statement was in line with Harmer (1998) who said that children in the age of 7 to 9 were easy to catch new things that they got around them. Therefore, the students can do directly what teachers asked to them. He added that whole-class instructions also helped the teacher in giving the material because according to teachers' experience most of the students in the 3<sup>rd</sup> grade were able to do the

task. The teacher also said that he did not have to waste his energy and time in giving instructions for 3<sup>rd</sup> grade students.

## **2. Direct Instruction**

In the 3<sup>rd</sup> grade, direct instruction was used for only 4 times in three times observation. I saw in the observation that the teacher used the way when he wanted to give the deep explanation about the material. In the observation number 6, the topic which discussed was things in the bed and kitchen. The teacher explained about the using of 'there are' and 'there is' to the students. Extract 2 are the examples of direct instruction that given to the 3<sup>rd</sup> grade students.

*(Extract 2, Observation Number 6)*

*Kalau 'there are' bendanya menunjukkan lebih dari 1.*

*(If 'there are' the things showed that more than 1.)*

*Kalau 'there is' bendanya menunjukkan hanya 1.*

*(If 'there is' the thing showed that only one.)*

Moreover, sometimes students did not understand what the teacher had explained. Therefore, emphasizing of particular words was needed to make students more understand to accept the material, so that the students could differentiate the using of 'there are' and 'there is', as the examples in the extract 2. The teacher said in the interview, "The using of direct instruction in the 3<sup>rd</sup> grade is not as many as like whole-class instructions because I only used that way to emphasize of new words and also explain the using that kind of words in the sentence." (My translation)



The statement was the same with Kozloff and LaNunziata (1999) stated that in direct instruction teacher needed to give emphasize in some new words to make students remember the using of those new words in the sentence that the teacher given. However, they added that direct instruction is the effective instruction for elementary school students because it will help the teacher in giving the materials for the deep explanation.

### **3. Individual Instruction**

In my three times observation, I only found one individual instruction in the 3<sup>rd</sup> grade. It was in the observation number 6. There was one student who asked a question. Then, the teacher tried to give the explanation to him. Extract 3 is the example of an individual instruction that used in the 3<sup>rd</sup> grade.

*(Extract 3, Observation Number 6)*

*Karena 1 pakainya 'there is' ya, Reno.*

*(Because it is only 1 so it used 'there is, Reno).*

In the interview, the teacher said that it seemed easy to give instructions for students in the 3<sup>rd</sup> grade. The teacher added that students in the 3<sup>rd</sup> grade were more capable of thinking deeply than students in the 5<sup>th</sup> grade. Therefore, the teacher did not need to guide them one by one. The teacher said, "The 3<sup>rd</sup> grade students are easy to give them the instructions, but sometimes the students are difficult to manage and they are still young. Yet, the way of thinking the 3<sup>rd</sup> grade is better than 5<sup>th</sup> grade." (My translation)

The finding was contrary with Center for Development of Human Services (2002) stated that children in the age of 7 to 9 cannot think efficiently as the older

people. He added that students in the 1<sup>st</sup> until 3<sup>rd</sup> grade are still young learners who had many imaginations on their thinking. However, children are children who are very different with adults in their thinking especially.

#### **4. Small-Group Instruction**

As we can see in the graphic 1, the teacher never used small-group instruction in the 3<sup>rd</sup> grade. The teacher did not use the way because it seemed difficult to manage the students in the 3<sup>rd</sup> grade if he used small-group instruction. In the interview, he said that students in the 3<sup>rd</sup> grade were hyperactive, under controlled and very stubborn. The teacher said, “I am afraid if I use small-group instruction in the 3<sup>rd</sup> grade because if they are shaped in a group they will be under-control and disturb other friends.” (My translation)

The statement is true, Wood, Smith, and Grossniklaus (2001) said that children in the age 7 to 9 were in the preoperational stage. It means that children started to develop the using of the language, memory and their imagination. They also considered their egoistic, for example in doing a task they believed that what they have done is always right.

#### **C. Instructions used for the 5<sup>th</sup> grade**

##### **1. Individual Instruction**

In my three times observations in the 5<sup>th</sup> grade, I saw that the teacher used different ways in giving instructions for 5<sup>th</sup> grade students. In the graphic 2, we can see that the teacher used most often individual instruction. It was 43 times in three times observation. Then, the least often used was direct instruction was only

4 times. Extract 4 are the examples of individual instructions that used in the 5<sup>th</sup> grade.

*(Extract 4, Observation Number 1, 3 and 5)*

*Do-nya diletakkan di depan, ya Farrel.*

(Please, put 'do' in the front, Farrel.)

*Hasma, nomor 16.*

(Hasma, number 16.)

*Nomor 10, Sandi.*

(Number 10, Sandi.)

Further, in the interview, the teacher said that the reason why he used individual instruction more in the 5<sup>th</sup> grade was because most of the students in the 5<sup>th</sup> grade were slowly when they caught the teacher' instructions. It means that what they heard was different with their thinking. For example, when the teacher asked them to do this task, the result would be different in the end. The teacher said, "The 'wali kelas' of 5<sup>th</sup> grade said that the students in the 5<sup>th</sup> grade were slowly in doing some task in almost subjects." (My translation)

The statement was contrary with Heathers (1997) stated that the main problem of giving individual instruction is the teacher cannot give an individual attention to each student. It would take more time and be difficult for the teacher to manage the classroom. However, in this case, the teacher should guide the students one by one and the instructions should be detail and clear. Therefore, he thought that the using of individual instructions was more appropriate for students in the 5<sup>th</sup> grade. Wood, Smith and Grossniklaus (2001) also against students in the



age 10 should more logical, less egocentric and independent. They added that they should not be guided all the time because it would make them comfortable in accepting the material.

## 2. Whole-Class Instruction

As seen in graphic 2, the teacher used whole-class instruction for 40 times in three times observation. The using of whole-class instruction was for giving the students in the 5<sup>th</sup> grade some tasks to do. Extract 10 are the examples of the whole-class instructions that used in the 5<sup>th</sup> grade.

*(Extract 5, Observation Number 3 and 4)*

*Ini itu disuruh translate ke Bahasa Indonesia.*

*(Please, translate into Bahasa Indonesia.)*

*Sekarang dibuka halaman 31 dilihat yang Task 49.*

*(Now, open page 31. Take a look at Task 49.)*

In the interview, the teacher said that actually students in the 5<sup>th</sup> grade should not be guided all the time. He added that they should be independent especially in doing tasks. Therefore, the used of whole-class instruction actually should be the most often used in the 5<sup>th</sup> grade but the fact was different. The teacher said, “The 5<sup>th</sup> grade students should think more deeply and should not be guided wholly the time. Therefore, the used of whole-class instruction actually should be more used in the 5<sup>th</sup> grade. They have to independent in doing the tasks.” (My translation)

The teacher' statement was the same with Ozretich and Bowman (2001) stated that children who are in the grade 4<sup>th</sup> until 6<sup>th</sup> can think logically although the objects are abstract and inconsistent. They added that students in this age also can work and solve the problem in the tasks by themselves. Therefore, students in the 5<sup>th</sup> grade should be independent and active in doing some tasks in the classroom.

### 3. Small-Group Instruction

In three times observation, I found that the teacher only used the small-group instruction for 8 times in the 5<sup>th</sup> grade. From the examples in the extract 6, I saw that the using of small-group instruction was for some of the students who had remedial for midterm-test. Therefore, the teacher divided into two groups. One group for who had remedial and another for who had not remedial. Extract 6 are three examples of small-group instruction in 5<sup>th</sup> grade.

*(Extract 6, Observation Number 3)*

*Yang remidi pindah sebelah sini.*

*(For those who have remedial please move here.)*

*Yang tidak remidi di sebelah kanan.*

*(For those who have not remedial in the right place.)*

*Yang tidak remidi buka LKS-nya halaman 29 .*

*(For those who have not remedial please open page 29.)*

The using of small-group instructions here was to differentiate students who had remedial and students who had not remedial. Their job was different, so the teacher divided that students who had remedial should do the task that given by

the teacher. Then, students who had not remedy should do task in their LKS. The teacher said, “What I have done for giving the remedial, I separated the seats of students. The reason is because what they have to do is different between students who had remedial and not.” (My translation)

The statement was in line with Abou-Sayed (2011) stated that using small-group instructions in the classroom is to make students responsible for their each job. Therefore, the students would focus on their jobs and might not disturb the others friends. Small group instruction might also help the teacher to manage the classroom.

#### **4. Direct Instruction**

Direct instruction is least often used in the 5<sup>th</sup> grade. The using of direct instruction is for detail explanation on some words in the certain topic in the 5<sup>th</sup> grade. As we can see in the graphic 2, the teacher only used 4 times direct instruction in my three times observation.

*(Extract 7, Observation Number 4)*

*Itu pakai ‘he’ ya karena gambarnya cowok.*

*(It used ‘he; because the picture is a boy.)*

*‘What does’ itu digunakan untuk subject-nya he, she, it, her aunt, my sister dan lain-lain. ‘What do’ itu digunakan untuk subject-nya I, you, we dan they. Itu untuk kalimat pertanyaannya.*

(What does' is used for the subject he, she, it, her aunt, my sister and others. "What do' is used for the subject I, you, we, they. That is an interrogative sentence.)

*Perhatikan, subject-nya your father jadi pakainya 'What does' tapi kalau subject-nya I, you, we dan they pakainya 'What do'.*

(Attention to the subject 'your father so we use 'what does' but if the subject I, you, we, they, we use 'what do'.)

Direct instruction was for the deep explanation about the particular words. For example, in extract 7 the teacher explained about the using of 'what does' and 'what do'. In the explanation, the teacher repeated twice to four times about the words 'what does' and 'what do'. He thought that probably that way made the students remember about what the teacher had explained. The teacher said, "The using of direct instruction is the same with the 3<sup>rd</sup> grade. It is for the deep explanation. It is for differentiating the using of the words in the sentence. Here, repetition is needed to make students more understand about the using of those words in the sentence." (My translation)

Further, Peterson (1979) agreed that repetition in new words that given in the material would help students to remember particular word in the sentence. She added that the function of direct instruction is also given for students who had low ability in accepting the material. Therefore, the way is really helpful for that kind of students.

#### **D. Reasons for Differentiating Instructions for the 3<sup>rd</sup> grade and 5<sup>th</sup> grade**

In the interview, the teacher said that the differences in the way of giving instruction came from students' background and capability. For the 3<sup>rd</sup> grade students, because the students in the 3<sup>rd</sup> grade seemed easy to accept the



instructions, the teacher did not need to repeat the instructions whole of the time. When giving instructions for the 3<sup>rd</sup> grade students, it was better using a media or real object. He added that using media made students would be more focus, comfortable and calm because they attracted with the media that display by the teacher. Moreover, Wood, Smith, and Grossniklaus (2001) agreed that to make students in the 3<sup>rd</sup> grade engaged with the materials, the teacher should provide visual aids such as a model or real properties. Therefore, the using of whole-class instructions is appropriate for students in the 3<sup>rd</sup> grade.

Then, in the 5<sup>th</sup> grade, the teacher said that they had to be guided one by one and the instructions should be detail and clear. He added that because the students had a different way to accept the instructions, they should give special treatment especially in giving instruction. According to Tomlinson (1999) using individual and small-group instruction is useful in the 5<sup>th</sup> to see their progress and understanding. Therefore, the reason of the teacher that he used individual instructions more in the 5<sup>th</sup> grade is logical.

## **CONCLUSION**

The aim of this study was to investigate about how the teacher gives instructions for the 3<sup>rd</sup> and 5<sup>th</sup> grade students in SD Negeri Tegalrejo 02. The results answered my research questions about ‘how does teacher in SD Negeri Tegalrejo 02 Salatiga differentiate in giving instructions for the third and fifth grade?’ and ‘why do the teachers use the way to differentiate instructions?’

First, for the 3<sup>rd</sup> grade the using of whole-class instructions was most often used by the teacher. For the least often used was small-group instruction. The reason was because the capability of the 3<sup>rd</sup> students in receiving the instruction was good and quick. However, the teacher did not have to repeat the instruction for many times. The teacher just gave once to twice instruction, the students would understand what they had to do. He added it seemed easy to guide them in giving instructions.

Second, the characteristics of students in the 5<sup>th</sup> grade were more sensitive and slowly in accepting the instructions so the teacher most often used individual instruction. Then, for the least often used was direct instruction because the teacher used that way was just for explaining the using of some words in the sentence. However, the teacher said that the using of individual instruction actually was not efficient enough. The teacher thought that he should go to one student to other students to explain and give the instruction. In the fact, the teacher said that the using of individual instruction seemed better way for students in the 5<sup>th</sup> grade because students in the 5<sup>th</sup> grade had a different characteristic with students in the 3<sup>rd</sup> grade.

Those findings were quite different with the study which done by Thompson and Valladares (2011) entitled Differentiated Instruction in an Elementary School Classroom. In their study, differentiated instruction for 3<sup>rd</sup> grade students was better used mix instructions and for 5<sup>th</sup> grade was used whole-class instruction. However, the previous study was taken in one of an elementary school in California. Therefore, this study may have different results if be conducted with

different context and subject. The results of this study also could not be generalized for the all elementary schools in Indonesia because the subject of this study is only one teacher in an elementary school.

I suggest for further study, the next researcher would like to conduct a research on the other elementary schools in Indonesia which had some teachers who taught English so we can see what kind of ways of giving instructions that the teachers used in other elementary schools in Indonesia are. Then, a suggestion for the teacher, I suggest that the teacher should use English when he wants to give the instructions for the students because the subject is English. Therefore, it is better to use English especially in giving instruction so that students may explore and develop their English. Seeing the result of the study, I think it is better if every teacher understand what students need, so that teachers may know what kind of instructions that the teacher use.

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The logo of Universitas Kristen Widyadarmas is a circular emblem. It features a central shield with a white cross and a book. The shield is set against a background of red and orange flames. The entire emblem is encircled by a blue border containing the text 'UNIVERSITAS KRISTEN WIDYADARMAS' in blue capital letters. The year '1956' is visible at the bottom of the shield.

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Tessa Cuantryanti

**APPENDIX A**  
**OBSERVATION PROTOCOL**  
 1956

*Observation Protocol*

Observation Number -

Descriptive Observation Protocol	
Topic:	Time:
Name of the teacher:	Number of
students:	
Date:	Class:

Teacher' Instruction	Kind of Instructions			
	D.I	I.I	W.C.I	S.G.I

NB:

D.I: Direct Instruction

W.C.I: Whole-class Instruction

I.I: Individualized Instruction

S.G.I: Small-group Instruction

## APPENDIX B

### SAMPLES OF OBSERVATIONS

1956

*Observation Protocol*

Observation Number 1

Descriptive Observation Protocol	
Topic: Health and Hospital	Time: 09.00 - 10.10
Name of the teacher: Pak Jati	Number of students: 21
Date: March, 1 <sup>st</sup> 2017	Class: 5 <sup>th</sup>



Teacher' Instruction	Kind of Instructions			
	D.I	I.I	W.C.I	S.G.I
Buka LKS halaman 20.			√	
Diperhatikan sini sebentar (menunjuk papan tulis dan memberi contoh).			√	
Lihat dibawahnya.			√	
Dilihat halaman 21, kerjakan.			√	
Sekarang dilihat Task 3.			√	
Dilihat contohnya nomor 1.			√	
Dilihat sebaliknya halaman 22, kerjakan 15 menit.			√	
Instruksinya, tinggal dibolak-balik. Positif jadi negatif.			√	
5 menit lagi.			√	
3menit lagi.		√		
Kalau sudah tukarkan dengan teman sebangku.		√		
Nomor 1 tulis di depan (menunjuk salah satu murid).			√	
Nomor 2 tulis di depan juga, kamu tolong (menunjuk salah satu murid yang lain).		√		
Kalau benar semua dinilai 10.			√	
Nomor 3 Novi, ke depan.		√		
Nomor 4 Niko, maju ke depan.		√		

Kalau salah semua dikasih nilai 1.		√		
Sekarang nomor 5, Dena.		√		
Nabila, nomor 6,		√		
Nomor 7, Eknesia.		√		
Hasma, nomor 8.		√		
Ganti nomor 8 bagian interrogative, Hasma.		√		
Nomor 9 kamu, Sandi.			√	
Nomo 10, Farrel.			√	
Do-nya diletakkan di depan ya Farrel.				
Sekarang kalau sudah dijumlah total semuanya.				
Kalau sudah dikembalikan ke temannya.				

### *Observation Protocol*

Obervation Number 2

Descriptive Observation Protocol				
Topic: Things in the bedroom		Time: 10.10 – 10.45		
Name of the teacher: Pak Jati		Number of students: 24		
Date: March, 2 <sup>nd</sup> 2017		Class: 3 <sup>rd</sup>		
Teacher' Instructions		Kind of Instructions		
		D.I	LI	W.C.I S.G.I

Lihat ke depan semua ke power point. Kita akan belajar benda-benda yang berada di tempat tidur.			√	
Perhatikan tulisannya.			√	
Sekarang bukunya ditutup. Ditaruh di laci atau tas.			√	
Yang ada diatas meja hanya alat tulis.				
Ditulis nama dan nomor kalian dulu diatas.			√	
Pak Jati ngomong Bahasa Indonesianya kalian tulis Bahasa Inggrisnya.			√	
Kumpulkan sini.			√	
Dilihat semuanya nomor 6.			√	
PR-nya LKS halaman 28-29. Hanya pilihan ganda.			√	
Dikumpulkan besok.				

## APPENDIX C

### INTERVIEW

#### Indonesian Version.

A: "Selamat pagi Pak Jati. Ini saya mau interview Pak Jati sebentar."

B: "Iya."

A: "Apa alasan-alasan anda lebih sering menggunakan individual instruction dalam pemberian intruksi untuk kelas 5?"

B: "Murid-murid di kelas 5 sangat berbeda dengan murid-murid yang lain khususnya di banding kelas rendah. Mereka itu lebih manja and sebaiknya di berikan perhatian yang lebih. Pemeberian intruksi di kelas 5 harus dua sampai empat kali pengulangan bahkan bisa lebih. Kata wali kelasnya mereka itu

lamban dalam penerimaan segala hal dalam pembelajaran terutama intruksi. Apa yang saya suruh pasti hasilnya akan berbeda. Maka dari itu, saya menggunakan individual instruction yang di kelas 5. Sebenarnya, anak-anak di kelas 5 itu sebaiknya bisa berpikir lebih dalam and tidak harus dibimbing terus-menerus. Maka dari itu, penggunaan whole-class instruction seharusnya lebih banyak digunakan di kelas 5. Mereka itu harus belajar mandiri dalam mengerjakan tugas. Untuk tambahan, penggunaan direct instruction sebenarnya sama dengan yang di kelas 3. Itu untuk penjelasan lebih mendalam, untuk membedakan kata-kata tertentu dalam kalimat. Jadi, pengulangan kata tersebut perlu agar siswa selalu ingat dan lebih mengerti terkait dengan kata-kata tersebut di dalam sebuah kalimat. Untuk small-group instruction, seperti yang saya lakukan sebelumnya, saya memisahkan tempat duduk antara anak-anak yang remidi dan tidak. Alasannya karena tugas yang mereka kerjakan itu berbeda jadi harus dipisah gitu. Itu untuk kelas 5.”

A: “Apa alasan-alasan anda lebih menggunakan whole-class instruction dalam pemberian intruksi di kelas 3?

B: “Alasannya karena anak-anak kelas 3 dapat berpikir serius dibandingkan anak-anak kelas 5 terutama dalam pengerjaan tugas. Jadi, penggunaan whole-class instruction lebih banyak digunakan di kelas 3. Hanya satu dua kali intruksi mereka langsung bisa mengerjakan tugas mereka. Untuk tambahan, penggunaan direct instruction tidak sebanyak whole-class instruction karena saya hanya melakukan intruksi tersebut untuk penekanan kata-kata tertentu and juga menjelaskan penggunaan kata-kata tertentu di sebuah kalimat. Intruksi lain yaitu individual instruction. Saya tidak begitu banyak menggunakan cara tersebut karena kelas 3 cukup mudah dalam pemberian intruksi, tetapi kadang mereka sulit untuk diatur karena mereka masih mudah, ya. Tapi. Cara berpikir mereka lebih baik daripada anak-anak kelas 5. Yang terakhir, saya takut apabila mengaplikasikan small-group instruction di kelas 3. Anak-anaknya itu sulit diatur dan keras kepala. Nanti kelasnya malah berantakan dan saya tidak dapat mengendalikannya.”

A: “Apa saja kesulitan-kesulitan anda dalam pemberian intruksi untuk kelas 3?”

B: “Kelas 3 itu kelas rendah jadi mereka itu keras kepala, sulit diatur dan nakal. Sebenarnya, dalam pemberian intruksi saya tidak mengalami kesulitan, ya karena jika mereka diminta untuk mengerjakan itu ya mereka akan mengerjakannya.”

A: “Apa saja kesulitan-kesulitan anda dalam pemberian intruksi untuk kelas 5?”

B: “Karakteristik anak-anak kelas 5 disini itu unik. Sebagian besar anak-anaknya itu tidak dapat bekerja sendiri. Maka dari itu, mereka sebaiknya dibimbing satu-satu. Kita sebaiknya menjelaskan semuanya pelan-pelan. Kenyataannya, itu membutuhkan waktu yang banyak untuk mengajar mereka dan juga membuang banyak waktu untuk menjelaskan materi yang lain.”



A: "Apakah anda mempunyai cara yang lain untuk pemberian intruksi di kelas 3? Jelaskan."

B: "Kalau saya menyarankan menggunakan media atau benda nyata. Jika kita menaruh intruksi tersebut dengan gambar-gambar, anak-anak akan tertarik dan ingin tahu tentang hal tersebut. Penggunaan media membuat mereka lebih fokus dan tenang. Jadi, anak-anak akan benar-benar memperhatikan penjelasan saya."

A: "Apakah anda mempunyai cara yang lain untuk pemberian intruksi di kelas 5? Jelaskan."

B: "Untuk kelas 5, saya menyarankan menggunakan small-group intruction. Saya pikir cara tersebut dapat membantu saya dalam pemberian materi dan mereka juga dapat berdiskusi tentang kesulitan-kesulitan yang mereka hadapi dalam pengerjaan tugas dengan teman-teman mereka. Mereka juga merasa nyaman dan lebih enjoy. Menurut pengalaman saya, anak-anak itu cenderung malu dan takut dengan guru khususnya saat mereka ingin bertanya sesuatu kepada guru, saya tidak tahu mengapa. Untuk pembentukan kelompok, saya menyarankan lebih baik kelompok tersebut dipilih langsung oleh guru dibanding anak itu milih sendiri. Karena anak cenderung memilih teman yang mereka rasa dekat. Bagaimanapun, itu tidak akan berjalan dengan lancar karena mereka akan ngobrol sendiri daripada mengerjakan tugas mereka. Saya juga akan memilih 3 atau 4 anak yang mampu dan pintar dalam bahasa inggris. Kemudian saya akan meletakkan anak-anak tersebut di masing-masing kelompok jadi satu kelompok mempunyai murid yang bisa diandalkan. Pekerjaan mereka juga membimbing teman-temannya dalam pengerjaan tugas."

A: "Apa alasan-alasan anda tentang pembedaan intruksi khususnya untuk kelas 3 dan 5?"

B: "Menurut saya, pembedaan intruksi itu diperlukan karena anak mempunyai kemampuan dan karakteristik yang berbeda. Kami sebagai guru sebaiknya tahu kondisi anak-anaknya. Untuk kelas 3 guru sebaiknya lebih konkrit dan jelas khususnya dalam pemberian intruksi. Berbeda dengan kelas 5, anak-anak kelas 5 dituntut untuk berpikir lebih dalam daripada kelas rendah. Mereka sebaiknya tidak dibimbing terus-menerus. Anak-anak juga sebaiknya bisa memecahkan dan mengerjakan tugas mereka sendiri tidak harus bergantung pada guru."

A: "Ya sudah Pak, terimakasih banyak waktunya."

B: "Iya sama-sama mbak."

### **English Version.**

A: "Good morning, Pak Jati. I want to interview Pak Jati for a while."

B: "Yes, mbak."

A: "What are your reasons for giving instructions by using most often individual instruction in the 5<sup>th</sup> grade?"

B: "The students in the 5<sup>th</sup> grade were really different with other students especially in lower class. They are more spoiled and should give attention one by one. Giving them instruction must be twice to four times repetition even more than that. As the 'wali kelas' of 5<sup>th</sup> said that they are slowly to catch everything in learning process especially in accepting the instructions. What I want to ask them, the result will be different. Therefore, I use more individual instruction in the 5<sup>th</sup> grade. Actually, the 5<sup>th</sup> grade students should think more deeply and should not be guided wholly the time. Therefore, the used of whole-class instruction actually should be more used in the 5<sup>th</sup> grade. They have to independent in doing the tasks. For addition, about the using of direct instruction is the same as the 3<sup>rd</sup> grade. It is for the deep explanation. It is for differentiating the using of the words in the sentence. Here, repetition is needed to make students more understand about the using of those words in the sentence. Then, as what I have done for giving the remedial, I separated the seats of students. The reason is because what they have to do is different between students who had remedial and not. That is for 5<sup>th</sup> grade."

A: "What are your reasons for giving instructions by most often used whole-class instruction in the 3<sup>rd</sup> grade?"

B: "The reason is because the students in the 3<sup>rd</sup> grade can think seriously than 5<sup>th</sup> grade students especially in doing some tasks. Therefore, the using of whole-class instructions is better for students in the 3<sup>rd</sup>. For only once two repetitions of giving instructions they will directly do what they have to do. For addition, about the using of direct instruction in the 3<sup>rd</sup> grade is not as many as like whole-class instructions because I only used that way to emphasize of new words and also explain the using that kind of words in the sentence. Another instruction is individual instruction. I do not use it too much because the 3<sup>rd</sup> grade students are easy to give them the instructions, but sometimes the students are difficult to manage and they are still young. Yet, the way of thinking the 3<sup>rd</sup> grade is better than 5<sup>th</sup> grade. The last, I am afraid to use small-group instruction in the 3<sup>rd</sup> grade because they are under-control and stubborn. If I divide them into a small-group, they may disturb their friends. The class may be chaos and I also cannot handle it."

A: "What are some difficulties in giving instructions for students in the 3<sup>rd</sup> grade?"

B: "Third grade students are in low grade so they are really stubborn, under-control and naughty. Actually, in giving instruction I did not find many difficulties because if they ask to do something they will obey."

A: "What are some difficulties in giving instructions for students in the 5<sup>th</sup> grade?"

B: "The characteristic of 5<sup>th</sup> grade students is unique. Most of the students cannot work independently. Therefore, they should be guided one by one. We should explain everything very slowly. In the fact, it takes more times to teach them and also waste my times to explain other materials."

A: "Do you have a different way in giving instructions for the 3<sup>rd</sup>? Explain."

B: "I suggested by using a media or real object. If we put the instruction in power point and give it some pictures, the students will attract and curious about it. The using of media also makes them more focus and calm. Therefore, the students will really pay attention to my explanation. I am afraid if I used small-group instructions for the 3<sup>rd</sup> grade because they are still young and under-control. If I divide into a small group they may disturb other friends."

A: "Do you have a different way in giving instructions for the 5<sup>th</sup>? Explain."

B: "For the 5<sup>th</sup> grade. I suggest by using small-group instruction. I think that the way can help me for giving the material and share their difficulties in doing the task with their friends. They are also more comfortable and more enjoy. In my experience, students are ashamed and afraid of the teacher, especially, when they wanted to ask something to the teacher. For grouping, I suggest that it is better to choose the group for the students that they chose by themselves. The reason is because students tend to choose friends who they were intimate. However, it would not work well because they would talk more than do their task. For grouping, the teacher also chose three to four students who were smart and capable in English. Then, the teacher will put them in every group so every group had one capable student. Their job was to guide and help their friends to do the task."

A: "What are your reasons toward differentiating instructions, especially for the third and fifth grade?"

B: "In my opinion, the differentiated instruction is needed because children have different capability and characteristic. We as the teacher should know the condition of the students. For 3<sup>rd</sup> grade the teacher should be more concrete and detail especially in giving instruction. It different with the 5<sup>th</sup> grade, the students in the 5<sup>th</sup> grade should think more deeply than lower class. They also should not be guided wholly the time. The students also should solve and do their tasks by themselves not always rely on the teacher."

A: "Ok, that's all Pak. Thank you for your time."

B: "You're welcome."